DOCUMENT RESUME

ED 443 218 EC 307 911

TITLE	Transition Checklist.
INSTITUTION	North Dakota State Dept. of Public Instruction, Bismarck. Div. of Special Education.
PUB DATE	1999-08-00
NOTE	20p.
AVAILABLE FROM	North Dakota Dept. of Public Instruction, Office of Special Education, 600 East Boulevard Ave., Dept 201, Bismarck, ND 58505-4149; Tel: 701-328-2277 (Voice); Tel: 701-328-4920 (TDD); Fax: 701-328-4149.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Check Lists; Developmental Stages; *Disabilities; Education Work Relationship; *Educational Planning; *Individualized Education Programs; *Learning Activities; Recordkeeping; Records (Forms); Secondary Education; *Transitional Programs
IDENTIFIERS	*Individualized Transition Plans; *North Dakota

ABSTRACT

This transition checklist is intended to be a guide for North Dakota students with disabilities, teachers, parents, and agency personnel to help drive the transition process in an orderly and organized manner. The checklist provides suggestions and activities for grades 8-12 and students ages 14-21. The information is organized in sequence to establish a student's foundation for planning and to build on each previous year's accomplishments. Recommendations and suggestions can be individualized according to need and anticipated outcomes. Some are directed to teacher initiation, others for students and parents as well as agency personnel. The checklist also serves as a guide for identification of Individualized Education Program goals and objectives, and when used collaboratively with a student portfolio, it is intended to ensure successful preparation and planning for life after high school. Space is provided for notes, questions, and comments for the student's team to address, as well as to check off completed activities. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 218

TRANSITION CHECKLIST

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Kolberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

ND Department of Public Instruction
Office of Special Education
Dr. Wayne G. Sanstead, State Superintendent
600 E Boulevard Avenue, Dept. 201
Bismarck ND 58505-0440

Revised August, 1999

EC307911

BEST COPY AVAILABLE

The "**Transition Checklist**" is intended to be a guide for students, teachers, parents, and agency personnel to help drive the transition process in an orderly and organized manner. The "**Checklist**" is intended to provide suggestions and activities for each year - by grades 8 - 12, and by ages 14 - 21. The information is organized in sequence to establish a student's foundation for planning and to build on each previous year's accomplishments. Recommendations and suggestions can be individualized according to need and anticipated outcomes. Some are directed for teacher initiation, others for students and parents, as well as agency personnel.

The "**Checklist**" is also a guide for identification of IEP goals and objectives, and when used collaboratively with the student Portfolio, will ensure successful preparation and planning for life after high school in a timely and effective manner.

The "**Checklist**" can be kept as part of the student file, a parent's records, or agency file. Space is available for notes, questions and comments for the student's team to address, as well as to check off those completed activities, indicating success/completion.

The "**Checklist**" was prepared by the North Dakota Department of Public Instruction, Office of Special Education. This document may be reproduced with permission.

Department of Public Instruction, Office of Special Education
State Capitol 10th Floor Department 201
600 East Boulevard Avenue
Bismarck, ND 58505

(701) 328-2277
Fax (701) 328-4149

Grade 8 / Ages 13-14

_____ Introduce the purpose and requirements of transition using the student Portfolio, Checklist, IEP or other resources.

_____ Throughout the school year, student and teacher(s) should complete the appropriate sections in the Portfolio:

___ self awareness
___ financial
___ ind. living
___ post secondary
___ medical/health
___ community participation
___ recreation & leisure
___ job training
___ career planning
___ additional areas of need

_____ Initiate awareness with student and family of the importance of long range planning - why it is important to think about and begin to plan for the future. Suggested activities:

- ✓ Group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews;
- ✓ Discussion between teacher, student(s), and parents;
- ✓ Consider using older student(s) in the role of peer mentor;
- ✓ Functional assessments to target community, vocational, and educational interests and needs.

_____ Introduce transition as part of the IEP meeting:
At age 14, the IEP must include completion of *Post School Outcomes* and *Statement of Transition Service Needs*. Use the students identified interests, needs and goals to drive the IEP process in these areas:

- ✓ Jobs and jobs training
- ✓ Recreation and leisure
- ✓ Independent living
- ✓ Community participation
- ✓ Post secondary training

_____ Initiate various community activities to include shopping skills, ordering and dining at restaurants, using public transportation, and scheduling appointments.

_____ Initiate recreation and leisure skills to include spectator and audience skills, exercise routines, joining a school club or organization.

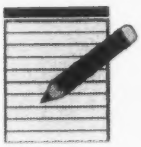
_____ Initiate and develop independence in personal care skills including hygiene, health needs, private and public behavior.

_____ Develop household and cooking skills, budgeting skills, and personal banking/fiscal skills.

_____ Investigate need for driver's license/photo ID.

_____ Verify student Social Security number.

_____ Provide information and begin discussion with student regarding his or her disability and its effects on educational needs, vocational implications, and personal learning style.



Other identified needs or notes:

_____

_____

Grade 9 / Ages 14-15

_____ Review the purpose and requirements of transition using the student Portfolio, Checklist, IEP or other resources.

- ✓ Make necessary corrections/changes;
- ✓ Review past accomplishments.

_____ Throughout the school year, student and teacher(s) should complete the appropriate sections in the Portfolio:

___ self awareness
___ financial
___ ind. living
___ post secondary
___ medical/health
___ community participation
___ recreation & leisure
___ job training
___ career planning
___ additional areas of need

_____ Continue awareness with student and family of importance of long range planning - why it is important to still think ahead and begin to plan for the future. Suggested activities:

- ✓ Group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews;
- ✓ Discussion between teacher, student(s) and parents;
- ✓ Consider using older student(s) in the role of peer mentor;
- ✓ Functional assessments to target community, vocational, and educational interests and needs.

_____ At the IEP meeting:

- ✓ Involve the student and family in attending the IEP meeting and in decision making and development of IEP goals & objectives;
- ✓ At age 14, the IEP must include completion of *Post School Outcomes* and *Statement of Transition Service Needs*. Use the students identified interests, needs and goals to drive the IEP process in these areas:

- ✓ Jobs and jobs training
- ✓ Recreation and leisure
- ✓ Independent living
- ✓ Community participation
- ✓ Post secondary training

_____ Continue to initiate various community activities to include shopping skills, ordering and dining at restaurants, using public transportation, and scheduling appointments.

_____ Continue to initiate recreation and leisure skills to include spectator and audience skills, exercise routines, joining a school club or organization.

_____ Continue to initiate and develop independence in personal care skills including hygiene, health needs, private and public behavior.

_____ Continue to develop household and cooking skills, budgeting skills, and personal banking/fiscal skills.

_____ Update skill's student already possesses to reach his or her goals and those skills he or she needs to develop. Assess educational and personal strengths through accomplishments as identified in the Portfolio.

_____ Determine whether student will have a driver's license or a photo ID. Explore transportation needs and options.

_____ To help establish a work record and possible references, consider community/school work experiences for employment, local School to Work (STW) activities, or job shadowing.

_____ Take introductory courses on the "world of work" or vocational courses that are of interest.

_____ If interested in pursuing post secondary -

- ✓ Begin career exploration using CHOICES, COPS, review the ND Career Outlook;
- ✓ Talk with parents and other adults about educational and career directions;
- ✓ Develop a four-year educational plan with high school counselor that meets career goals.

_____ Continue to provide information and initiate discussion with student regarding his or her disability and its effect on educational needs, vocational implications and personal learning style.

_____ Participate in extracurricular events and community activities.

Grade 10 / Ages 15-16

_____ Review transition related activities and accomplishments quarterly using the student Portfolio, Checklist, or IEP.

- ✓ Review with student & parent(s);
- ✓ Make any necessary corrections.

_____ Throughout the school year, student and teacher(s) should complete the appropriate sections in the Portfolio:

___ self awareness
___ financial
___ ind. living
___ post secondary
___ medical/health
___ community participation
___ recreation & leisure
___ job training
___ career planning
___ additional areas of need

_____ Continue dialogue with student and family of the importance of long range planning - why it is important to carefully plan for the future. Suggested activities:

- ✓ Group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews;
- ✓ Continued discussion between teacher, student(s) and parents;
- ✓ Consider using older student(s) in the role of peer mentors;
- ✓ Functional assessments to target community, vocational, and educational interests and needs.

_____ At the IEP meeting:

- ✓ Encourage/ask the student and parents to invite other team members to the IEP meeting;
- ✓ Involve student and family in decision making and development of IEP goals and objectives as they relate to transition;
- ✓ At age 16, the IEP must include completion of sections *Statement of Needed Transition Services* and *Agency*

Collaboration and Responsibilities. Use the students identified interests, needs and goals to drive the IEP process in these areas:

- ✓ Jobs and jobs training
- ✓ Recreation and leisure
- ✓ Independent living
- ✓ Community participation
- ✓ Post secondary training

_____ Continue to initiate various community activities to include shopping skills, ordering and dining at restaurants, using public transportation, and scheduling appointments.

_____ Continue to initiate recreation and leisure skills to include spectator and audience skills, exercise routines, joining a school club or organization.

_____ Continue to initiate and develop independence in personal care skills including hygiene, health needs, private and public behavior.

_____ Continue to develop household and cooking skills, budgeting skills, and personal banking/fiscal skills.

_____ To help establish a work record and possible references, encourage part time work experiences through student involvement in Job Service (JTPA), school or community businesses, or local School to Work (STW) activities.

_____ Introduce advocacy and social skills which can be incorporated into the IEP meeting, employer sites, classroom and social activities. Practice with student, peers, parents, and staff in simulated experiences. Provide feedback to student and praise positive actions.

_____ Discuss the need for self-advocacy/empowerment. Review how the activities and accomplishments in the Portfolio contribute toward student advocacy; asking appropriately for what you need.

_____ Discuss and consider guardianship or "Transfer of Rights" if appropriate.

_____ Finalize transportation needs and choices.

_____ Ask guidance counselor to coordinate interest and aptitude tests (i.e.: *CHOICES, COPS*) for employment goals;

_____ Meet with guidance counselor to discuss the results of testing and to understand how the results relate to career goals.

_____ Take introductory courses on the "world of work" or vocational courses that are of interest.

_____ Help the student identify at least three people who agree to be listed as references who know the student in a role other than as a family member or friend.

_____ If interested in pursuing post secondary -

- ✓ Begin reviewing catalogs for post-secondary institutions and related careers;
- ✓ Attend Career and College Fairs;
- ✓ Take courses that lead to your career goal;
- ✓ Consider high school/business mentorship as part of high school coursework.

_____ Continue to provide information and discussion with student regarding his or her disability and its effect on education needs, vocational implications, and personal learning style.

_____ Participate in extracurricular events and community activities.

_____ Talk with your doctor and parents about your health care needs so you will be ready to take responsibility for them.

Other identified needs & notes:

_____

_____

_____

_____

_____

Grade 11 / Ages 16-17

_____ Review transition related activities and accomplishments quarterly using the student Portfolio, Checklist, or IEP.

- ✓ Review with student & parent(s);
- ✓ Make any necessary corrections;
- ✓ Include student resume in portfolio.

_____ Throughout the school year, student & teacher(s) should complete the appropriate sections in the portfolio:

___ self awareness
___ financial
___ ind. living
___ post secondary
___ medical/health
___ community participation
___ recreation & leisure
___ job training
___ career planning
___ additional areas of need

_____ Student involvement for long range planning should now be at the *exploration/implementation stage*. Suggested activities:

- ✓ Continued group or individual activities, projects or reports on career planning, exploration and interests, job shadowing, employer visits and site interviews;
- ✓ Discussion between teacher, student(s) and parents to finalize plans;
- ✓ Consider being a peer mentor to younger student(s);
- ✓ Functional assessments to target community, vocational and educational interests and needs.

_____ At the IEP meeting:

- ✓ Encourage/ask the student and parents to invite team members to the IEP meeting;
- ✓ The teacher, student, and parents should identify and invite representatives from adult services to the meeting as appropriate based on student need (VR, DD, Job Service, etc.);

- ✓ Involve student and family in decision making and development of IEP goals and objectives as they relate to transition;
- ✓ As appropriate, work to increase student and parent participation in IEP meeting (introduce members, participation, discuss present level, goals and objectives, seek input, facilitate IEP meeting, etc.);
- ✓ At age 16, the IEP must also include completion of sections *Statement of Needed Transition Services* and *Agency Collaboration and Responsibilities*. Use the students identified interests, needs and goals to drive the IEP process in these areas:
  - ✓ Jobs and jobs training
  - ✓ Recreation and leisure
  - ✓ Independent living
  - ✓ Community participation
  - ✓ Post secondary training

_____ Participate in extra-curricular activities and community activities.

_____ To help establish a work record and possible references, arrange part time work experiences through student involvement in Job Service (JTPA), school or community businesses or local School to Work (STW) activities.

_____ Help the student identify at least three people who agree to be listed as references who know the student in a role other than as a family member or friend.

____ Continue to discuss the need for self-advocacy/empowerment. Review how the activities and accomplishments in the student portfolio contribute toward student advocacy; asking appropriately for what you need.

_____ Incorporate advocacy and social skills into the IEP meeting, employer sites, classroom and social activities. Role play with student, peers, parents, and staff in simulated experiences. Provide feedback to student and praise positive actions.

_____ Complete eligibility/application process for needed adult services (Vocational Rehabilitation, Developmental Disabilities), if not already accomplished. Establish rapport by making and keeping appointments with identified agency representatives, using the Portfolio, Checklist and IEP information.

_____ Develop an alternate life and career plan and resources as a "back up" to the original plan. Identify and seek necessary supports.

_____ Finalize and document guardianship and Transfer of Rights with student and parents.

_____ If pursuing post-secondary -

- ✓ Visit post-secondary institutions of interest;
- ✓ Arrange and prepare for the ACT or SAT (with modifications if necessary);
- ✓ Attend Career and College Fairs at high school;
- ✓ Take courses that lead to career goals and prepare for college.

_____ Encourage student to be able to independently discuss his or her disability and its effect on educational needs, vocational implications and personal learning style.

Other identified needs & notes:

_____

_____

_____

Grade 12 / Ages 17-21

_____ Review transition related activities and accomplishments monthly using the Portfolio, Checklist, or IEP.

- ✓ Review with student & parent(s);
- ✓ Make any necessary corrections;
- ✓ Include student resume in portfolio.

_____ Throughout the school year, student & teacher(s) should complete the appropriate sections in the portfolio:

___ self awareness
___ financial
___ ind. living
___ post secondary
___ medical/health
___ community participation
___ recreation & leisure
___ job training
___ career planning
___ additional areas of need

_____ Student interest for long range planning should be at the *implementation stage*.

- ✓ Discussion between teacher, student and parents to finalize career plan;
- ✓ Consider serving as a peer mentor to younger student(s).

_____ If student remains undecided about vocational opportunities, consider -

- ✓ Group or individual activities, projects or reports on career planning, exploration and interests, employer visits, job shadowing and site interviews;
- ✓ Functional assessments to target community, vocational, and educational interests and needs.

_____ At the IEP meeting:

- ✓ Have student invite team members to the IEP meeting;
- ✓ Identify and invite representatives from adult services to the meeting as appropriate based on student need (VR, DD, Job Service, etc.);

- ✓ Involve student and family in decision making and development of IEP goals and objectives as they relate to transition;
- ✓ Address and resolve any final issues or concerns regarding the implementation phase of students' goal;
- ✓ Work with student as appropriate to facilitate portions of meeting with parents or teacher using self-advocacy and social skills;
- ✓ Review all transition components of the IEP to insure student plan is in place with supports identified as necessary. Use the students identified interests, needs and goals to drive the IEP process in these areas:
    - ✓ Jobs and jobs training
    - ✓ Recreation and leisure
    - ✓ Independent living
    - ✓ Community participation
    - ✓ Post secondary training

_____ Maintain part time work experiences in school or community with supports as needed from Vocational Rehabilitation, Job Services or local community businesses. Remain involved in school to work (STW) activities.

_____ Review and finalize vocational options. Have high school transcripts, diploma, resume, practice applications, employer information and exit IEP in Portfolio.

_____ Review and complete residential options and services. Apply for appropriate programs regarding rent information, subsidized housing, and residential facilities.

_____ Identify and implement medical needs, medical/dental insurance, health care providers, medical assistance, mental health services, personal care attendant, adaptive equipment, etc.

_____ Develop a long term financial support plan to include income support, banking needs, social security income, and medical assistance.

_____ Verify with student how to use Portfolio after exiting and present them the folder close to exit date and when file is complete.

_____ During special education termination conference, list all agency services, address and phone numbers offered for family involvement.

_____ Make available advocacy/support services.

_____ Complete eligibility/application process for needed adult services and support, if not already accomplished. Establish rapport by making and keeping appointments with identified agency representatives.

_____ If pursuing post secondary education -

- ✓ Visit post-secondary institution of interest and Disability Support Service staff for introduction, tour, identification of assistance, assistive technology, etc.;
- ✓ Complete all applications for Student Aid by mid year of exiting;
- ✓ Request high school send a full transcript to post-secondary institution where you have been accepted;
- ✓ Be able to access SS card, picture ID/Drivers license, voter registration and birth certificate;
- ✓ If not done as a junior, take the ACT or SAT (with modifications as necessary) for admission, placement and/or scholarship awards.

_____ If seeking employment -

- ✓ Follow up with leads at Job Services, newspaper classified ads and personal contacts;
- ✓ Discuss positive work habits, and social skill behaviors;

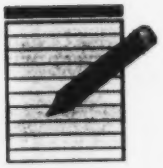
- ✓ Use agency assistance if available or necessary;
- ✓ Have sample employment cover letters, references, applications, and resumes in Portfolio;
- ✓ Define employment needs and practice job seeking skills, work habits, interview questions and responses, appropriate dress, grooming, etc.

_____ Ensure the student has identified at least three people who agree to be listed as references who know the student in a role other than as a family member or friend.

_____ Maintain advocacy and social skills at the IEP meeting, employer sites, classroom and social activities. Continue role playing with student, peers, parents, and staff in simulated experiences if necessary. Provide feedback to student and praise positive actions.

_____ Discuss the continued need for self-advocacy/empowerment. Review how the activities in the portfolio contribute toward student advocacy; asking appropriately for what you need.

_____ Encourage student to be able to independently discuss his or her disability and its effect on educational needs, vocational implications, and personal learning style.



Other identified needs & notes:

_____

_____

_____

_____

_____

BEST COPY AVAILABLE